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Analysis of the Effective Teaching in the Classroom of International Chinese Language Education

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Abstract: The effectiveness of classroom teaching directly reflects the level of a teacher, it includes the teacher's knowledge level, teaching ability and the teacher's classroom management and ability of control, which are the embodiment of the teacher's comprehensive quality. Effective teaching is a kind of activity of seeking teaching benefits. The classroom teaching of international Chinese language education must be an effective classroom teaching. In order to improve the effectiveness of international Chinese language education, firstly, the teacher should do the differentiated teaching; secondly, they need to follow the subjectivity of students; thirdly, the teacher will become the leader and promoter of students; and finally, they can create a supportive learning environment between teachers and students to promote the development of international Chinese language education.

Keywords: International Chinese Language Education; Effective Teaching; Analysis.

1. Introduction

From disorder to order, from ineffective to effective classroom growth, which are the direct embodiment of a teacher's teaching ability and level. As teachers of Chinese international language education, especially in the teaching of Chinese as a foreign language classroom, we face more native environment to our challenges, such as students of the second language itself low acceptance and low understanding, students' understanding of the importance of Chinese itself and use of self-consciousness, all of which led to the low enthusiasm in the international Chinese education classroom, students learn low initiative and self-consciousness. At the same time, compared with the sense of achievement that is easy to achieve in learning their mother tongue, students are more likely to have frustration with Chinese. When we really face and solve these problems, we will create effective international Chinese education classes, and our Chinese class will gradually grow. Improve the quality of teaching Chinese as a foreign language is the pursuit of every foreign Chinese teacher, international Chinese education teaching with the development of the world's second language teaching theory, on the teaching mode and method of continuous exploration, from grammar, translation to direct method, listening, cognitive method to functional communication, task-based teaching, teaching method, etc.

After the 1980s, people realized that the differences of learning purpose, learners' identity, learning stage and teaching tasks were different, which decided that it was impossible to have the best and universal teaching method.[1] At the beginning of the 21st century, some scholars conducted a questionnaire survey on English teachers in many countries, and the results found that these English teachers used more than ten teaching methods, including grammar translation and communicative method. Similarly, even the digital Chinese teaching is also widely respected. Foreign Chinese learners are also willing to buy Chinese learning books written according to the structural method. It can be seen that the teaching method itself is not advanced and backward, and the study of teaching methods in isolation can not improve the teaching effect accordingly. In recent years, in the wave of high-frequency word effective teaching in the world curriculum teaching reform, it refers to the teaching activities that promote students' learning and development through effective teaching preparation, effective teaching activities and effective teaching evaluation.[2] Effective teaching is not only a teaching idea, but also a teaching method and teaching skills. If we take effective teaching as the starting point to carry out international Chinese teaching research, rather than discussing the teaching methods, our vision may be a broader, and work together to promote the development of international Chinese education.

2. The Premise of Effective Teaching--Teach Students in Accordance with Their Aptitude, Differentiated Teaching

Since the beginning of the international Chinese education teaching class, Chinese learners have different Chinese foundations in their regions. Sometimes, some students even know Chinese pinyin, while some students have been able to create fluent sentences. If this difference is ignored in teaching, one will give up the students. Differentiated teaching is not a simple class division, a simple grouping. Differentiated teaching is at the beginning of student enrollment, As a Chinese teacher in the class should first understand the foundation of students, Divide students into different study groups, Arrange students in the different class areas, Teach different learning contents for the learning foundation; Such as Chinese pinyin ability is insufficient, Chinese writing is insufficient, Chinese sentence making ability is higher and so on; After grouping the students into basic groups, In a certain teaching time, the teacher should first set out the phased goals for the students: such as the students with poor Chinese pinyin foundation to complete the reading and recitation of the alphabet within a week; Students who lack of Chinese writing ability, Complete the basic copy of the standard writing of Chinese characters within a certain period of time; Students with high Chinese sentence making ability will practice the description of character characteristics for a period of time; Students with different

foundations have completed the prescribed learning tasks within their own ability, They will build up the confidence and interest in learning.

Teachers can guide students to formulate their own learning tasks and learning goals by referring to the learning progress of high-level students. When students can take the initiative to complete the teachers prescribed learning tasks, stage, planned, with specific operability reference, students 'learning enthusiasm will get the biggest mobilization and stimulate, Chinese classroom teaching is no longer the teacher's house, but the students of self, to their own motivation, our teaching objectives and teaching task will really realize, teaching will become truly effective. Teachers must also provide students with a space to play and use in addition to the prescribed tasks. Only when learning is used, can students stimulate their interest in continuing learning.

3. The Foundation of Effective Teaching -- Give Full Play to Students' Subjectivity in the Classroom

3.1. Change the Perspective of International Chinese Education and Teaching Research

The fundamental task of teachers in the process of subject teaching is to effectively impart knowledge to students, and students have been in a relatively passive state of receptive learning. Reflection as a second language teaching of Chinese teaching, in the past we pay attention to language knowledge, namely the students 'pronunciation, vocabulary, grammar, Chinese basic knowledge and listening, speaking, reading and writing skills, we also value the cultivation of Chinese communication ability, however, our understanding of language ability, more focus on "language knowledge" and "language skills", the language knowledge into language skills, and the learners' strategy and psychological process is not enough.[1]

Under the challenge, challenge, transcendence and balance by constructivism teaching design thought, objectivist teaching theory believes that classroom teaching is the homework for teachers with proficient knowledge to transfer knowledge to students, and the teaching process is the process of transmitting knowledge objectively. It can be said that the focus of the research on the teaching of Chinese as a foreign language is on teachers, how teachers impart language knowledge and language skills to students. Although various teaching forms such as questioning, discussion and practice are generally combined in teachers' teaching, the dominant role of learners has been enhanced, but in fact, the dominant position of teachers has not changed. A distinctive feature of the development of contemporary learning theory is to pay attention to learning and knowledge as a whole. Constructivism teaching view holds that any phenomenon does not occur in isolation. Learning is not a process of directly importing external knowledge into psychology, but a process of actively constructing new understanding and new psychological representation through the interaction with the external world based on the existing experience of the subject.[3]

It can be seen that students in teaching activities are "subjects" with full initiative and initiative. We must not only grasp the educational role of teachers, but also turn more attention to learners.

3.2. Ensure that Students Can Actively Participate in the Class

Chinese is a complex language phenomenon. In order to explain a knowledge point, teachers often have to spend a lot of time, but in the way, students have entered the fatigue period. It is not an individual phenomenon that the classroom atmosphere is dull, students speak less and the teaching efficiency is low. Especially, after the short entry period of learning, the excitement in the early stage of learning has gradually disappeared, and the characteristics of complex Chinese learning content, many difficulties and scattered key points are more and more obvious, leading to the reduction of teaching efficiency. The fundamental reason for this phenomenon is that the essence of teachers and students on teaching is still stuck in the level of teachers imparting knowledge and students accepting knowledge. In fact, the teaching process is a process in which teachers and students jointly construct the world and the meaning of knowledge. It is a process characterized by students' active and active participation. The same goes for language teaching. Human language and cognitive laws have common, this is we learn the second foreign language is easier than the first foreign language, at the same time to learn Chinese students are generally adults, their learning is a kind of rational learning, they have their own native knowledge structure and on the basis of the native culture and world view, their understanding of new knowledge, new things and acceptance is based on the original cognitive structure, new knowledge of Chinese, rules and learners have direct experience to the language, once the learners found this connection, their learning will be more active and more effective. As now the teaching material, has noticed in the interpretation of language knowledge at the same time introduce Chinese culture, has initially had the training students' consciousness of cross-cultural communication, but from the content of textbooks and writing form, mostly one-way form, just confined to let students understand Chinese culture, lack of can inspire students combine their cultural background and world outlook on the content of the reflection, not to students in a broader scope of thinking space. So in the classroom discussion can often see such a scene, either the students have nothing to say, or the students try to figure out the teacher's idea, along the teacher's train of thought. If we select and design the content of the text, we should consider building a platform for Chinese and foreign cultural exchanges. While introducing Chinese culture, we should pay attention to adding some content of foreign culture, so that students can not only have a sense of affinity when learning, but also encourage them to think and improve their learning efficiency.[4]

4. The Key to Effective Teaching -- Change the Role of Teachers

4.1. Teachers Should be the Leader of the Past and the Future

The characteristic of effective teaching is to use textbook, but not just teaching textbook. Only by changing teaching materials can teachers meet the teaching needs of students, connect the past and the future, and promote the progress and development of students. In teaching, teachers should have the consciousness of reflection on their own teaching concept and teaching behavior, and improve the teaching level in practice. In the current field of international Chinese

education and teaching, many teachers have no time or no time to realize the study of the curriculum themselves, usually holding the teaching materials and teachers' reference books to read the subject. The teaching idea follows the design concept of the textbook writer, which can be said that this is based on the classroom teaching view based on the teaching materials. In fact, teachers and students contact face to face and have the best understanding of students' situation. If teachers can move from the study of book knowledge to the study of classroom teaching phenomenon, establish classroom-based classroom teaching concept, and participate in the formulation of teaching plans, then the classroom teaching efficiency can be improved. In the process of design of teaching program, teachers should analyze the situation of students, such as the students 'country, the cognition of Chinese characters, the original degree of education, personality characteristics, etc., and also analyze the students' learning purpose, whether academic education or non-academic education, and the length of learning time.

4.2. Teachers should be the Facilitator of Good Guidance

In order to achieve a specific teaching purpose in international Chinese education and teaching, teachers often introduce some topics and example sentences. The proper design and selection of these contents can provide students with an ideal language acquisition environment. Concrete and image, if the examples and topics introduced by teachers are as specific as possible, students can be freed from abstract symbols and see the living reality. From the perspective of educational psychology, specific information is also conducive to the preservation and extraction. With great practical significance for learners, students can easily change from passive information receiver to active listeners and interlocutors.[5] Constructivism teaching theory not only emphasizes the individual construction of knowledge, also value the importance of situation, it criticized the traditional teaching to situational, advocate situational teaching, think teaching should make learning in similar to realistic situation, to solve the problems of students in real life as the goal, the content of the learning to choose authenticity task as far as possible. Teachers should help students to use the relevant experience in the original cognitive structure, so as to assimilate and index the new knowledge learned currently, so as to endow the new knowledge with a certain meaning and be good at giving guidance.

5. Guarantee of Effective Teaching -- Construction is Conducive to the Learning Environment of International Chinese Language Education

5.1. Exterior Environment

In the international Chinese education teaching, it is difficult to determine a reasonable class size. Too large number is not conducive to students' practice, and the number is too small, which not only increases the cost of education, but also sometimes it is difficult to organize classroom discussions. The position arrangement of most of our classroom teaching is the traditional mode of "horizontal line, vertical line". The dominant consciousness is to give full play to the effect of teachers 'explanation and students' quiet listening, and lacks the consciousness of promoting the real interpersonal communication and students' active activities. The temperature, color of the classroom, the size of the class and the location of teachers and students will affect the teaching effect, and the teaching facilities, tools and information resources, such as text materials, pictures, audio and video materials, and multimedia courseware, also play a key role in whether students can achieve their learning goals.[6] Our language teaching is especially important to encourage students to actually use the seats. If we can use the round-table and group seating arrangement, it may promote students to more actively communicate with teachers and peers.

5.2. Interpersonal Environment

In the international Chinese education teaching, promote cooperative learning mode, encourage students to establish beneficial learning partnership, such as let students group cooperative learning words, grammar, cooperation discussion, can greatly increase the classroom information exchange, increase each student opening rate, at the same time reduce students classroom shyness, improve the teaching effect.[7] Of course, the implementation of cooperative learning, but also faced with how to reasonably group, arrange learning tasks and other problems. Good interpersonal relationship is the guarantee of the smooth implementation of classroom teaching. Constructivist teaching view emphasizes that the essence of learning is a process of meaning construction based on the cooperation and conversation between teachers and students, and between students and students. Cooperative learning among students is currently the teaching model commonly adopted in many countries in the world. Piaget believes that social experience knowledge —— language, value, morality, rules and symbol system can only be acquired in the interaction with others. When individuals cooperate in the environment, social cognition conflicts arise, which leads to imbalance, which in turn stimulates the development of individual cognition.[8]

5.3. Language Environment

In the international Chinese education and teaching, teachers should create a language environment that is conducive to students' learning. Teachers should be more encouraging components in the language, so students will have the courage to express. In essence, classroom teaching is a process of verbal communication between teachers and students. A good language environment contributes to the dissemination of subject knowledge, enhances the interpersonal communication of teaching participants, and improves the effectiveness of classroom teaching.

6. Conclusion

We should effectively mobilize students' initiative and stimulate their interest in learning in the international Chinese teaching. Chinese teachers should make sufficient preparations in the early stage of teaching: in terms of teaching objects, Teachers should be familiar with the basic information of the students as soon as possible, For example, the Chinese language level, the learning purpose, change of pace, The process contributes to the design of the teaching sessions, Be able to create targeted communication situations; In terms of the teaching content, Teachers should create a good rich communication scene in advance, In order to flexibly choose suitable scenarios in the classroom, Teachers

should also actively use the network resources, It can be enriched through the website, video and other network resources to enrich teaching content; On the objective conditions, When teachers teach students with a certain Chinese foundation, Use Chinese as much as possible when creating situations, Appropriate appropriately using a small number of native language, To exercise students' habit of thinking in Chinese thinking, Let the students get familiar with the common expressions of Chinese; Teachers should also pay attention to the diversity of links, Use more games, comics and other novel and interesting ways to improve students' attention to the classroom; In the selection of teaching methods, All teaching methods have their own strengths and weaknesses, Therefore, teachers should use a variety of teaching methods to conduct effective teaching.

At present, the development of international Chinese education is unstoppable. Since then, this field has opened a way of exploring new teaching mode. From the perspective of effective teaching, differentiated teaching is the premise; students 'active participation in the construction process is the basis of improving teaching efficiency. Teachers are no longer the absolute authority of knowledge, but the leader and promoter of students' learning. The supportive learning environment for cooperation between teachers, students and students is the guarantee of effective teaching. In short, I firmly believe that with the continuous exploration and efforts of all Chinese teachers, the development of international Chinese education will be better and better.

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